

week 50:	"e"
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The focus of the program is on our environment so a lot of the games and activities have this in mind. Adapt to suit your pack.

So today's programme is Exciting and full of Energy ... any ideas on the letter today?? (Maybe for inspection you could inspect Ears!)

Games:

1. Circle: Ecosystem

This game explains the features of animals that give them advantage to catch their prey and thus to survive. It simulates how bats use sound waves to catch their prey. Before starting this game, give some information about bats, what they eat and how they catch what they eat. Here, the moth is the prey and the bat makes a high-pitched sound, which strikes the moth and bounces back, thereby revealing where the moth is. The reason why the bat is doing this is because it lives in a dark habitat and has poor sight but has sharp hearing. Emphasise the ecosystem and eating as this falls within the "E" theme. The Cubs will form a circle, holding hands. The game is played inside the circle. One of the Cubs will be the bat, blindfolded, and one will be the moth. They start the game standing on opposite sides within the circle. The bat may yell, "bat" anytime he/she wants and when he/she does, the moth should answer back by yelling "moth". The game continues until the bat catches the moth. The bat should realize that the more frequent his/her yells, the easier it is to catch the moth. Similarly, bats need to make high-pitched sounds continuously to catch their prey.

2. Quiet: Electrical shock

Divide Cubs into Sixes and ask them to sit in lines, to close their eyes, and to hold hands. Only the first people from each Six are allowed to keep their eyes open. These Cubs need to look at the leader, and when given a sign they squeeze the next Cub's hand, passing the hand squeezing down their lines, one by one. This simulates the passing of electricity through a wire from switch to light (example). The last Cub in each row must bang on the table when they feel their hand being squeezed (light being switched on). The Six to bang on the table gets the first question. If the Cub who is asked, answers the question correctly then the Six gets 2 points. If the Cub does not know the answer, then someone else from their Six can respond, but they only receive 1 point for a correct answer. If this Six doesn't know the answer at all, then another Six has the opportunity to answer. The questions asked should check the Cubs' environmental knowledge relating to the advancement. Ensure you ask the Cubs working on the Gold Wolf trail appropriate questions relating to endangered species and any other revision questions and for Silver Wolf questions should relate to conservation meaning and understanding.

3. Active: Egg Hatch

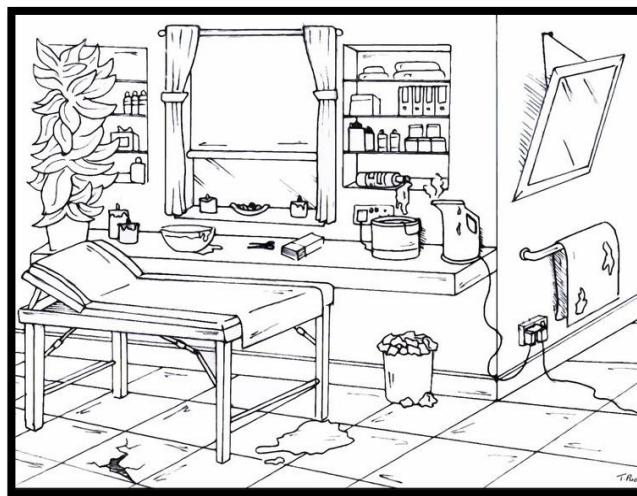
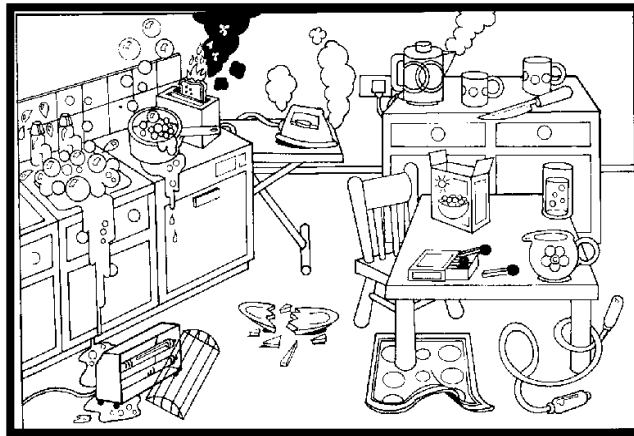
Blow up enough balloons for each Cub. The balloons should be scattered around a designated area – if you have the facilities, tie the balloons to low hanging branches – anywhere where they won't catch on anything and pop! Cubs run around and when the whistle blows they need to find a balloon and hatch (pop) it. Once they have popped the balloon, they need to pick up the pieces, find their Six and sit down quietly. First Six sitting quietly gets bones. A variation of the game would be to tie the balloon around each Cub's ankle. Cubs run around and try and pop as many of the other Cubs balloons as they can without getting theirs popped!

4. **Revision:** Emergency Telephone Numbers

Games module: page 48

5. **Wide:** Enough with the Errors!

You can use the following pictures to make a puzzle for each Six (or use your own). Cubs in sixes find the pieces, put the puzzle together and then discuss the errors in the pictures. The game can also be run as a relay game and is revision for safety in the home – emphasis should be on **E**rrors as it fits in with the theme.



Sense Training:

1. **Sound:** Can you hear what the Environment has to say ...

Each participant in the game needs a pencil and a piece of paper. The piece of paper will be a map of the surroundings and in the center of the map participants should draw an X symbol to indicate their location. The goal of the game is to listen to the noises and sounds of nature and then picture them on the piece of paper. If someone hears a bird he/she should draw a bird on their piece of paper. It is important to put the drawing symbolizing the sound on the paper in the location it is coming from, as this means that a sound map is created.

2. **Smell:** Elephant's nose

Arrange different smells for the Cubs to smell and recognise. See page 12 of the Advancement module for some ideas.

Yarn:

Evergreen Trees

One fine autumn, a swallow who should have flown away to the sunny lands of the south was left behind in a cold northern country.

Alas, it had hurt its wing and could not fly. Presently the swallow came to a forest and begged of the trees for shelter, but they ignored him. The chestnuts and beeches were whispering secrets; the elms were singing; the ashes were shaking their seeds and the hazels were counting their nuts.

But, just as the bird hopped away, a gentle voice said; "Come into my branches, little friend, and you will find a safe and cosy place to stay". It was the friendly ivy who spoke.

Then the kindly firs close by whispered: "We shall shelter you from the cold north winds".

And the holly tree said: "I have enough red berries to last all the wintry days."

The swallow was thankful to these kind and friendly trees.

Later, winter came to the forest. Jack Frost nipped the leaves from the trees with his icy fingers and the north wind blew them away with his icy breath. Soon all the trees in the forest were brown and bare – all save the trees that had been kind to the poor swallow. They were still green and leafy.

For Jack Frost had whispered to the north wind: "We shall take no leaves from these friendly trees - they shall be green and beautiful, winter and summer forever."

And so to this day, the ivy, the holly and the fir never lose their leaves and we call them "Evergreens".

Craft/Activity:

1. **Activity:** Energy awareness

Energy Awareness activity book is available from this site – lots of activities for the Cubs to do – ensure that what you give the Cubs is within their capabilities as there are some difficult puzzles and games. Encourage all your Cubs to take part in Earth Hour on the 19th March 2016 – switch off all electrical appliances from 8:30 to 9:30 pm.

http://www1.eere.energy.gov/education/pdfs/activitybook_2014.pdf

2. **Handcraft:** Make an Electromagnet

<https://sciencebob.com/make-an-electromagnet/>

MAKE AN ELECTROMAGNET!

YOU WILL NEED:

- A large iron nail (about 3 inches)
- About 3 feet of THIN COATED copper wire
- A fresh D size battery
- Some paper clips or other small magnetic objects

WHAT TO DO

1. Leave about 8 inches of wire loose at one end and wrap most of the rest of the wire around the nail. Try not to overlap the wires.
2. Cut the wire (if needed) so that there is about another 8 inches loose at the other end too.
3. Now remove about an inch of the plastic coating from both ends of the wire and attach the one wire to one end of a battery and the other wire to the other end of the battery. See picture below. (It is best to tape the wires to the battery – be careful though, the wire could get very hot!)
4. Now you have an ELECTROMAGNET! Put the point of the nail near a few paper clips and it should pick them up!

NOTE: Making an electromagnet uses up the battery somewhat quickly which is why the battery may get warm, so disconnect the wires when you are done exploring.

HOW DOES IT WORK?

Most magnets, like the ones on many refrigerators, cannot be turned off, they are called permanent magnets. Magnets like the one you made that can be turned on and off, are called ELECTROMAGNETS. They run on electricity and are only magnetic when the electricity is flowing. The electricity flowing through the wire arranges the molecules in the nail so that they are attracted to certain metals. NEVER get the wires of the electromagnet near a household outlet! Be safe – have fun!

MAKE IT AN EXPERIMENT:

The project above is a DEMONSTRATION. To make it a true experiment, you can try to answer these questions:

1. Does the number of times you wrap the wire around the nail affect the strength of the nail?
2. Does the thickness or length of the nail affect the electromagnets strength?



Handcraft: Egg Heads

Handcraft module: page 73

Singing/Play Acting:

1. **Singing:** Eat more fruit

Singing module: page 11

2. **Playacting:** Charades

Have a list of things beginning with an "E" handy – one at a time let the Cubs come up and act out whatever is on the paper you have given them. Examples could be elephant, eagle, empty cup, eating, etc.

Advancement covered:

Silver Wolf:

Conservation: Explain to a Pack Scouter what conservation means

Gold Wolf:

Living with Nature: Find out about two endangered species in South Africa and tell the Pack about them.